

# **ELL Common Entrance & Exit Criteria**

## **Session Handout**

### **Breaking News:**

- What you are being presented today will be phased in during the Spring and Fall of 2012.
- We are seeking your feedback.
- Following your participation in this session, you will be receiving an electronic survey to complete.

### **Goals:**

- Adhere to federal requirements in establishing common entrance and exit criteria for LEP/ELL.
- Accomplish objective 3.d of the Title III Strategic plan: Develop state approved models of entrance & exit criteria for Title III eligibility.

### **Subcommittee Procedure:**

1. Surveyed LEAs, ISDs, PSAs and Consortia to gather information on current practices
2. Gathered information including: sources of research on ELL assessments, other state examples of criteria, and technical information on the assessments used by local agencies
3. Set criteria for selection of approved assessments
4. Analyzed research and technical findings
5. Created documentation for the ELL Advisory committee's review and for the field

### **Legal References:**

LIMITED ENGLISH PROFICIENT —The term 'limited English proficient', when used with respect to an individual, means an individual—

(A) who is aged 3 through 21;

(B) who is enrolled or preparing to enroll in an elementary school or secondary school;

(C) (i) who was not born in the United States or whose native language is a language other than English;

(ii) (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and

(II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or

(iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and

(D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual—

(i) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);

(ii) the ability to successfully achieve in classrooms where the language of instruction is English; or

(iii) the opportunity to participate fully in society.

#### **TITLE IX of ESEA —SEC. 9101**

To be classified as LEP, an individual must meet the criteria of A, B, C and D in the definition on the previous slide.

- To meet the criteria for C, an individual can meet the criteria of any of i, ii or iii.
- If the criterion to meet C is ii, then the individual must meet the criteria of both I and II.
- To meet the criteria for D, an individual must be denied one of the three listed, i or ii or iii.

(EDFACTS, 2011)

#### Reference:

It is the definition of Limited English Proficient that guides the Entrance and Exit criteria needed for qualifying for *alternative language programs*.

- 1) The student must obtain proficiency on the state standardized assessments as required by Title I of ESEA, Section 1111(b)7.
- 2) LEP students must be able to meet the same challenging standards that are required of all students Title I of ESEA, Section 1111(b)1 and 1111(b)3.

#### Title III: Section 3116. Local Plans

(d) Each local plan shall also contain assurances that –

(2) The eligible entity annually will assess the English proficiency of all children with limited English proficiency participating in programs funded under this grant;

(4)The eligible entity will ensure that the programs will enable children to speak, read, write and comprehend the English language and meet challenging State academic content and student academic achievement standards;

## Limited English Proficient & English Language Learner Terminology:

**LEP** and **ELL** terminology are used interchangeably. LEP is the term used in federal and state legal documents. ELL is a common alternate term meant to counter the negative connotations of *Limited English Proficient*.

### Basic and Alternative Language Services:

- Students who meet the criteria of Limited English Proficient must be provided **alternative language services** in addition to the **basic**, local board of education adopted, education that all students in the LEA receive. This alternative language service program must provide *meaningful access* to the core curriculum and provide *direct* English language instruction.

*Where inability to speak and understand the English language excludes national origin-minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students.*

From the OCR May 25, 1970 Memorandum

### Alternative Language Program:

Layers of Instruction

4<sup>th</sup> - Title III supplemental services beyond the 1<sup>st</sup> & 2<sup>nd</sup> layers: must include additional direct instruction that helps close the achievement gap, professional development, and parent outreach

3<sup>rd</sup> - Supplemental support from Title I and 31a

2<sup>nd</sup> - OCR mandated alternative language program that provides students English language instruction and meaningful access to the core curriculum (1<sup>st</sup> layer)

1<sup>st</sup> - Basic, local board adopted curriculum that all students receive.

## **Supplement, not Supplant Requirement**

*Questions to Ask When Considering Whether Title III Funds Can be Used*

1. What is the “basic” instructional program/service provided to all students? [Board of Education adopted]
2. What does the LEA do to meet *Lau* requirements [alternative language program]?
3. What services is the LEA required by other Federal, State, and local laws or regulations to provide?
4. Was the program/service previously provided with State, local, and Federal funds?

Based on the answers to the above questions, would the proposed funds be used to provide an instructional program/service that is in addition to or supplemental to an instructional program/service that would otherwise be provided to LEP students (or be required to be provided by other laws/regulations) in the absence of a Title III grant?

*There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers and curriculum – for students who do not understand English are effectively foreclosed from any meaningful education. We know that those who do not understand English are certain to find their classroom experiences wholly incomprehensible and in no way meaningful.*

1974 *Lau v. Nichols*, 414 U.S. 563

**Castañeda vs. Pickard’s** guiding questions for developing ELL programs:

- Is the programming based on **sound educational theory**?
- Is the program designed for **effective implementation** including but not limited to adequate support, staffing, and resources?
- Is the program regularly **evaluated and modified** based on the findings?

(alternative language services = the additional services that make basic education equitable for ELLs)

## Entrance Criteria

The ELPA screener (or a review of the previous year's ELPA) **is required** of any student who indicates a language other than English for either of the two questions required by the Home Language Survey. Results must be less than a year old.

After administering ELPA Screener to determine eligibility, **If** an LEA believes a student still may not qualify for ***an alternative language program*** [ie. the student has scored AP on the screener and is not in PreK], the LEA may administer one of the approved Reading and Math assessments.

**The student must be performing at or above grade level in both Reading and Math.**

If the student is not performing at or above grade level in both areas, he/she qualifies for an alternative language program. The LEA must code these students as LEP and provide services as required by OCR and Title III.

### Pre-K Entrance Criteria

Entrance
All Pre-K students qualify as LEP based on the Home Language Survey.

This applies to school-based, non-profit programs serving 3-5 year olds.

### Kindergarten Entrance Criteria

Before December 1<sup>st</sup>

Entrance
All K students qualify as LEP based on the Home Language Survey.

The ELPA Screener must be administered to all Kindergarten students whose home language survey indicates a language other than English.

## Kindergarten (after December 1) – Second Grade Entrance Criteria

ELPA/ELPA Screener	Reading	Math
<i>ELPA Screener [after December 1<sup>st</sup>]:</i>  Student scores below Advanced Proficient.  <i>Annual Spring ELPA</i> from previous year's cycle: Student scores  <i>Basic, Low Intermediate, High Intermediate</i>	Student scores below grade level as defined by the assessment.	
	<ul style="list-style-type: none"> <li>- DIBELS Next</li> <li>- DRA: Developmental Reading Assessment version 2 (1<sup>st</sup> &amp; 2<sup>nd</sup>)</li> <li>- Fountas &amp; Pinnell</li> <li>- LAS Links: Language Assessment Scales</li> <li>- MLPP: Michigan Literacy Progress Profile</li> <li>- Star Early Literacy</li> <li>- Woodcock Muñoz Complete Battery 2005/2010 Editions</li> </ul>	Local Common Assessments aligned to state standards and benchmarks.

**Student meets one or more of the above criteria to enter ELL alternative language program.**

## Third – Eighth Grade Entrance Criteria

ELPA/ ELPA Screener	Reading	Math
<i>ELPA Screener:</i>  Student scores below Advanced Proficient.  <i>Annual Spring ELPA</i> from previous year's cycle: Student scores  <i>Basic, Low Intermediate, High Intermediate</i>	Student scores <i>not proficient</i> or <i>partially proficient</i> on one or more state standardized test, or below grade level as defined by the assessment listed.	
	<b>MEAP</b> (or MEAP Access/MiAccess as applicable) <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing (4<sup>th</sup> &amp; 7<sup>th</sup>)</li> <li>• Math</li> </ul>	

**Student meets one or more of the above criteria to enter ELL alternative language program.**

**If a student's MEAP scores are unavailable,** districts may elect to use one of the approved, alternate assessments for determining grade level performance in reading in addition to administering the ELPA screener or procuring recent ELPA results. Students must also demonstrate grade level achievement on local common assessments in math.

### Third – Eighth Grade Entrance Criteria

If MEAP is unavailable

ELPA	Alternative Reading Assessments	Math
<i>ELPA Screener:</i>	Student scores below grade level as defined by the assessment.	
Student scores below Advanced Proficient.  <i>Annual Spring ELPA from previous year's cycle: Student scores</i>  <i>Basic, Low Intermediate, High Intermediate</i>	<ul style="list-style-type: none"> <li>❖ DIBELS Next (3<sup>rd</sup> – 5<sup>th</sup>)</li> <li>❖ DRA: Developmental Reading Assessment version 2</li> <li>❖ Fountas &amp; Pinnell</li> <li>❖ LAS Links: Language Assessment Scales</li> <li>❖ QRI-5: Qualitative Reading Inventory (6<sup>th</sup> – 8<sup>th</sup>)</li> <li>❖ Scantron Performance Series (6<sup>th</sup> – 8<sup>th</sup>)</li> <li>❖ SRI: Scholastic Reading Inventory (6<sup>th</sup> – 8<sup>th</sup>)</li> <li>❖ Star Reading</li> <li>❖ Woodcock Muñoz Complete Battery 2005/2010 Editions</li> </ul>	Local Common Assessments aligned to state standards and benchmarks.

**Student meets one or more of the above criteria to enter ELL alternative language program.**

### Ninth – Twelfth Grade Entrance Criteria

ELPA/ ELPA Screener	Reading	Math
<i>ELPA Screener:</i>  Student scores below Advanced Proficient.  <i>Annual Spring ELPA from previous year's cycle: Student scores</i>  <i>Basic, Low Intermediate, High Intermediate</i>	Student scores <i>not proficient</i> or <i>partially proficient</i> on one or more state standardized test, or below grade level as defined by the assessment listed.	
	<b>MME</b> Reading Writing Math	

**Student meets one or more of the above criteria to enter ELL alternative language program.**

**If a student's MEAP or MME scores are unavailable,** districts may elect to use one of the approved, alternate assessments for determining grade level performance in reading in addition to administering the ELPA screener or procuring recent ELPA results. Students must also demonstrate grade level achievement on local common assessments in math.

### **Ninth – Twelfth Grade Entrance Criteria**

If MEAP is unavailable

<b>ELPA</b>	<b>Alternative Reading Assessments</b>	<b>Math</b>
<i>ELPA Screener:</i> Student scores below Advanced Proficient.	Student scores below grade level as defined by the assessment.	
<i>Annual Spring ELPA from previous year's cycle: Student scores Basic, Low Intermediate, High Intermediate</i>	<ul style="list-style-type: none"> <li>❖ LAS Links: Language Assessment Scales</li> <li>❖ QRI - 5: Qualitative Reading Inventory</li> <li>❖ Scantron Performance Series</li> <li>❖ SRI: Scholastic Reading Inventory</li> <li>❖ Star Reading</li> <li>❖ Woodcock Muñoz Complete Battery 2005/2010 Editions</li> </ul>	Local Common Assessments aligned to state standards and benchmarks.

### **Special Circumstances:**

In State Moves of FLEP students

If a student was exited by another district within the state of Michigan, the receiving district must determine if the student is still at or above grade level in reading and math.

- FLEP students may re-enter the ELL Program if there are concerns
- The receiving district may uphold the sending district's exit status and monitor the student's progress

### **Students who do not qualify as Limited English Proficient:**

- Are not coded in MSDS as ELL/LEP
- Do not take the full ELPA in the spring
- Are monitored for academic achievement with the general education population
- May be identified for Title I or 31a services
- May enter or re-enter the ELL/LEP program at a later time



## Entrance Scenarios:

### Scenario 1:

New 9<sup>th</sup> grade student enrolls in district A from another Michigan school district B in late August.

Family indicates a language other than English on the enrollment form.

District A contacts district B for ELPA results and *alternative language service information*.

District B also shares MEAP results from the previous fall.

Student received Proficient on spring ELPA and was receiving ESL Teacher consultant support and afterschool tutoring during the previous school year. MEAP results show she was partially proficient in Reading.

### Scenario 2:

New student enrolls in 6<sup>th</sup> grade from another state in October.

Family indicates a language other than English on the enrollment form.

Student has been in US schools since kindergarten.

District administers the ELPA screener. The student scores at Advanced Proficient. The school district administers the DRA and learns that the student is two years below grade level in reading with patterns on decoding errors. The district administers a local math assessment. The student scores 75% on the 6<sup>th</sup> grade assessment.

### Scenario 3:

New student enrolls in December.

Family indicates a language other than English on the enrollment form. This is her first entry into US schools.

District inquires about previous school history and learns from the family that the student was enrolled in school for two years in her home country. She is in 2<sup>nd</sup> grade.

District administers the ELPA screener. The student scores at Basic.

#### Scenario 4:

A fourth grade student enrolled in August attending the same school since kindergarten. On the home language survey parents answered Chinese to the question about native language, and English to the question about primary home language after discussing the survey with trained office personnel.

The ELL Teacher administered the ELPA screener and the student scored Advanced Proficient. He had taken the MEAP during third grade and scored 1's on the Reading and Math subtests.

#### Exit Criteria:

- Students **must** have results from the annual spring ELPA assessment to be considered for Exit.
- Students **must not** be Exited from ELPA Screener results. Only the full ELPA results are used when determining Exit eligibility.
- Students **must** demonstrate at or above grade level performance in Reading and Math on State Standardized tests on the schedule put forth by Title I.

#### Pre-K Exit Criteria:

Exit
No exit for Pre-K.

Identified LEP Pre-K students are administered the ELPA Screener and provided services according to their language proficiency level.

### Kindergarten – Second Grade Exit Criteria:

ELPA	Reading	Math
Student receives an overall proficiency score of <i>Proficient</i> or <i>Advanced Proficient</i> .	Student scores at or above grade level as defined by the assessment.	
	<ul style="list-style-type: none"><li>- DIBELS Next</li><li>- DRA: Developmental Reading Assessment version 2 (1<sup>st</sup> &amp; 2<sup>nd</sup>)</li><li>- Fountas &amp; Pinnell</li><li>- LAS Links: Language Assessment Scales</li><li>- MLPP: Michigan Literacy Progress Profile</li><li>- Star Early Literacy</li><li>- Woodcock Muñoz Complete Battery 2005/2010 Editions</li><li>- <i>Gates McGinitie</i>*</li><li>- <i>ITBS: Iowa Test of Basic Skills</i>*</li><li>- <i>NWEA: Northwest Evaluation Association</i>*</li><li>- <i>Terra Nova</i>*</li></ul>	Local Common Assessments aligned to state standards and benchmarks.

**Student meets all three of the above criteria to be considered for exit from the ELL alternative language program.**

- It is recommended that students are kept in the ELL program up to third grade and considered for exiting only after obtaining state content assessment results in reading and math.
- Assessments administered below third grade may not reflect the cognitive and linguistic complexity needed to successfully demonstrate English academic language proficiency
- To prevent premature exit from the ELL alternative program that may make students susceptible to failure at later grade, ELL students must demonstrate proficiency with more cognitively and linguistically complex tasks.
- In lieu of exiting ELL services, consultation by a highly-qualified Bilingual/ESL teacher with regular progress checks may be a component of the alternative language programming provided to students who have met all three criteria.

### Third – Eighth Grade Exit Criteria

ELPA	Reading	Math
Student receives an overall proficiency score of <i>Proficient</i> or <i>Advanced Proficient</i> .	Student scores at the Proficient or Advanced Proficient level.	
	<b>MEAP</b> (or MEAP Access/MiAccess as applicable) <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing (4<sup>th</sup> &amp; 7<sup>th</sup>)</li> <li>• Math</li> </ul>	

**Student meets all three of the above criteria to be considered for exit from the ELL alternative language program.**

### Third – Eighth Grade Exit Criteria

If MEAP is unavailable

ELPA	Reading: Alternative Assessments	Math
Student receives an overall proficiency score of <i>Proficient</i> or <i>Advanced Proficient</i> .	Student scores at or above grade level as defined by the assessment.	
	<ul style="list-style-type: none"> <li>❖ DIBELS Next (3<sup>rd</sup> – 5<sup>th</sup>)</li> <li>❖ DRA: Developmental Reading Assessment version 2</li> <li>❖ Fountas &amp; Pinnell</li> <li>❖ LAS Links: Language Assessment Scales</li> <li>❖ QRI-5: Qualitative Reading Inventory (6<sup>th</sup> – 8<sup>th</sup>)</li> <li>❖ Scantron Performance Series (6<sup>th</sup> – 8<sup>th</sup>)</li> <li>❖ SRI: Scholastic Reading Inventory (6<sup>th</sup> – 8<sup>th</sup>)</li> <li>❖ Star Reading</li> <li>❖ Woodcock Muñoz Complete Battery 2005/2010 Editions</li> <li>❖ ACT PLAN/EXPLORE* (8<sup>th</sup>)</li> <li>❖ Gates McGinitie*</li> <li>❖ ITBS: Iowa Test of Basic Skills*</li> <li>❖ Terra Nova*</li> <li>❖ NWEA: Northwest Evaluation Association*</li> </ul>	Local Common Assessments aligned to state standards and benchmarks.

**Student meets all of the above criteria to exit the ELL alternative language program.**

## Ninth – Tenth Grade Exit Criteria

ELPA	Reading	Math
Student receives an overall proficiency score of <i>Proficient</i> or <i>Advanced Proficient</i> .	Student scores at or above grade level as defined by the assessment.	
	<ul style="list-style-type: none"> <li>❖ LAS Links: Language Assessment Scales</li> <li>❖ QRI-5: Qualitative Reading Inventory</li> <li>❖ Scantron Performance Series</li> <li>❖ SRI: Scholastic Reading Inventory</li> <li>❖ Star Reading</li> <li>❖ Woodcock Muñoz Complete Battery 2005/2010 Editions</li> <li>❖ <i>NWEA: Northwest Evaluation Association*</i></li> <li>❖ <i>ITBS: Iowa Test of Basic Skills*</i></li> <li>❖ <i>Gates McGinitie*</i></li> <li>❖ <i>Terra Nova*</i></li> <li>❖ <i>ACT PLAN/EXPLORE *</i></li> </ul>	Local Common Assessments aligned to state standards and benchmarks.

**Student meets all of the above criteria to exit the ELL alternative language program.**

## Eleventh - Twelfth Grade Exit Criteria

ELPA	Reading	Math
Student receives an overall proficiency score of <i>Proficient</i> or <i>Advanced Proficient</i> .	Student scores at the Proficient or Advanced Proficient level.	
	Reading, Writing MME	Math MME

**Student meets all of the above criteria to exit the ELL alternative language program.**

Since most twelfth grade students will be exited from the alternative language program upon graduation, when needed twelfth grade may use the previous spring's MME results.

## Eleventh - Twelfth Grade Exit Criteria

If MEAP is unavailable

ELPA	Reading: Alternative Assessments	Math
Student receives an overall proficiency score of <i>Proficient</i> or <i>Advanced Proficient</i> .	Student scores at or above grade level as defined by the assessment.	
	<ul style="list-style-type: none"> <li>❖ LAS Links: Language Assessment Scales</li> <li>❖ QRI-5: Qualitative Reading Inventory</li> <li>❖ Scantron Performance Series</li> <li>❖ SRI: Scholastic Reading Inventory</li> <li>❖ Star Reading</li> <li>❖ Woodcock Muñoz Complete Battery 2005/2010 Editions</li> <li>❖ <i>ACT PLAN/EXPLORE</i> *</li> <li>❖ <i>NWEA: Northwest Evaluation Association</i>*</li> <li>❖ <i>ITBS: Iowa Test of Basic Skills</i>*</li> <li>❖ <i>Gates McGinitie</i>*</li> <li>❖ <i>Terra Nova</i>*</li> </ul>	Local Common Assessments aligned to state standards and benchmarks.

**Student meets all of the above criteria to exit the ELL alternative language program.**

## ACT Benchmark Scoring

	Composite Score Range	Minimum Score Necessary for Exit	
		English	Math
EXPLORE – 8 <sup>th</sup> grade	1 to 25	13	17
EXPLORE – 9 <sup>th</sup> grade	1 to 25	14	18
PLAN – 10 <sup>th</sup> grade	1 to 32	15	19
ACT – 11 <sup>th</sup> & 12 <sup>th</sup> grade	1 to 36	18	22

## Exit Scenarios:

<b>Scenario 1:</b>
An 11 <sup>th</sup> grade student was assessed using the ELPA and received an overall score of Proficient. Her MME scores were proficient in <u>all</u> areas.
She is exited from ELL services and reclassified as FLEP (Formerly Limited English Proficient) after she demonstrating English language proficiency and grade level performance in reading and math. The district ELL Director and high school administrative team will monitor her progress during the next year. The monitoring will be for one year instead of the required two years because she will be in twelfth grade and is expected to graduate.
<b>Scenario 2:</b>
A 9 <sup>th</sup> grade student received an overall score of Advanced Proficient. His MEAP scores were over a year old, but the student had ACT EXPLORE scores from the current year. The student scored a 12 on the English portion of the test and a 15 on the Math portion.
<b>Scenario 3:</b>
A 2 <sup>nd</sup> grade student scores at the Advanced Proficient level on the ELPA. The school administers the DRA2 to all students and reviews this student's scores. He has achieved the minimum score for demonstrating grade level proficiency. The school reviews the student's district wide math assessment that is aligned to the GLCEs for second grade. He is performing at grade level.
Option 1:
Option 2:

Special Circumstances:

Special Education: In progress

Special Circumstances:

Migrant Students:

**Eligible Migrant Students with a QAD that is less than 1 year old.**

- Administer the ELPA screener
- **If** student scores Advanced Proficient on the ELPA Screener,
  - Administer one of the secondary language tests on the list of approved assessments [Woodcock Munoz or LAS]
- **If** the student scores in the proficient range on the secondary language assessment
  - and is at or above grade level in Reading on MEAP, or an alternative approved assessment,
  - and the student demonstrates grade level or above performance on the local Math assessment,
- **Then** the student meets the requirements for exit.